

Revised 3/15/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal: Dr. Barry L. Jankord

Official School Name: Meadowlark Elementary School

School Mailing Address: 816 E. 7th Street
Gillette, WY 82716-4430

County: Campbell

School Code Number: 560147000069

Telephone: (307) 682-4740

Fax: (307) 682-4649

Website: <http://cyberkids.ccsd.k12.wy.us/Meadowlark/default.html> E-mail: bjankord@ccsd.k12.wy.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent: Dr. Richard M. Strahorn

District Name Campbell County School District #1

Tel. (307) 682-5171

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Dr. David Fall

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: __15_ Elementary schools
 ____ Middle schools
 __3_ Junior high schools
 __3_ High schools
 ____ Other
 __21_ TOTAL

2. District Per Pupil Expenditure: __\$8799__

Average State Per Pupil Expenditure: __\$9054__

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. __8__ Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	20	21	41	8			
1	22	26	48	9			
2	19	13	32	10			
3	20	15	35	11			
4	9	21	30	12			
5	23	18	41	Other			
6	23	22	45				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							272

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|----------------------------------|
| <u>73</u> | % White |
| <u>0</u> | % Black or African American |
| <u>23</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>2</u> | % American Indian/Alaskan Native |
| 100 | % Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 27%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	25
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	48
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	73
(4)	Total number of students in the school as of October	272
(5)	Subtotal in row (3) divided by total in row (4)	.2684
(6)	Amount in row (5) multiplied by 100	26.84

8. Limited English Proficient students in the school: 17 %
 47 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish, Pushtu
9. Students eligible for free/reduced-priced meals: 55%
- Total number students who qualify: 150

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14%

38 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

___Autism	___Orthopedic Impairment
___Deafness	___5_Other Health Impaired
___Deaf-Blindness	___12_Specific Learning Disability
___Emotional Disturbance	
___Hearing Impairment	___20_Speech or Language Impairment
___Mental Retardation	___Traumatic Brain Injury
___Multiple Disabilities	___1_Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	___1___	_____
Classroom teachers	___15___	_____
Special resource teachers/specialists	___7___	___5___
Paraprofessionals	___11___	_____
Support staff	___8___	___5___
Total number	___42___	___1___

12. Average school student-“classroom teacher” ratio: ___18.1___

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	95%	94%	94%	95%
Daily teacher attendance	94%	96%	96%	95%	94%
Teacher turnover rate	10%	15%	10%	15%	20%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Meadowlark Elementary School from Campbell County School District in Gillette, Wyoming is fully accredited through the Wyoming Department of Education and NCA/CASI. Our current school improvement cycle is based upon the following school goals:

- ✓ **All students will improve their mathematical reasoning skills.**
- ✓ **All students will improve their written communication skills.**

Meadowlark has the challenge of teaching the highest concentrations of poverty and mobility in the district. The district-wide ESL program at Meadowlark provides K-12 ESL instruction for all ELLs in Gillette. During the past few school years, our faculty has been trained in interventions relating to the nature of our student population; namely, poverty students and second language learners. Our math and writing committees continue to research and implement school-wide interventions to target our school goals. These interventions include math Problem Solving and 6+1 Traits of Writing.

In the previous school improvement cycle, student reading achievement and social skills were targeted for improvement. Accelerated Reader and Guided Reading are two successful reading interventions that we are sustaining from our last NCA/CASI cycle. In the past six years, major discipline referrals have progressively reduced over time, from 206 in 1998-99 to 10 in 2003-04. In order to maintain the continuity of effective interventions throughout our school, math and writing committees, as well as reading and social skills, meet monthly.

Beliefs

We believe...

- ✓ Education is a partnership between home and school.
- ✓ Everyone deserves to be treated with dignity and respect.
- ✓ Learning is a lifelong process.
- ✓ Students need a safe, productive, and pleasant learning environment.
- ✓ Teaching requires a variety of instructional strategies to meet the academic, social, and emotional needs of students.
- ✓ Consistent expectations guided by high standards are the foundation for student achievement and behavior.

Mission

Meadowlark is a neighborhood school where the success of our students, staff, and parents is achieved through teamwork that embraces diversity.

Vision

Meadowlark students are individuals who are self-directed lifelong learners able to make good choices. They maintain high standards in their school, community, and workplace demonstrating:

- ✓ Creativity
- ✓ Responsibility
- ✓ Cooperation
- ✓ Respect
- ✓ Caring
- ✓ Honesty

- ✓ Confidence
- ✓ Quality

PART IV – INDICATORS OF ACADEMIC SUCCESS

PART IV – Question 1 – Meaning of Assessment

The Wyoming Comprehensive Assessment System (WyCAS) is given to all fourth, eighth, and eleventh grade students to test their mastery of the math and language arts (reading and writing). WyCAS has two parts, taking approximately nine hours to complete. The standards-based section is used to measure student achievement on specific state standards, and it requires about eighty percent of the testing time. It includes multiple-choice items, constructed response items, extended response items, and writing prompts to assess written communication skills based upon the 6+1 Traits of Writing. The second part of WyCAS is the norm-referenced Terra Nova assessment. This multiple-choice test takes about twenty percent of the testing time. The results of WyCAS can be found at <http://www.k12.wy.us/wycas.asp>.

The standards-based portion of WyCAS is reported in scaled scores with students falling into one of four categories: novice, partially proficient, proficient, and advanced. Each year, individual results are reported to parents and students after school, district, and state scores are released. In 2004, 94% of the Meadowlark 4th grade students were either proficient or advanced in math. This compared to 52% for Campbell County School District (CCSD) and 39% for the state of Wyoming. In reading, 89% of Meadowlark's students were proficient or advanced. CCSD was 57% and the Wyoming average was 47%. Meadowlark had 74% of our students at proficient or above in writing; while the district average was 52% and the state average was 40%.

Meadowlark's WyCAS performance was validated on the norm-referenced Terra Nova section of the test. Student scores on this portion are reported in percentiles. Meadowlark's percentile scores were as follows: Math 71st, Language Arts 75th, Reading 70th, and the Total Score was the 75th percentile. This significant jump in WyCAS achievement was due to a dramatic change in instructional strategies that were implemented in response to consistently low to average WyCAS performance at Meadowlark since the state mandated test was implemented in 1999. These specific changes will be explained in the following questions of part four of the application.

Similar achievement was seen in our school's 2004 third, fourth, and fifth Terra Nova norm referenced percentile scores. Terra Nova assessments are not mandated by the state, but a summary is as follows:

Grade	Reading	L/A	Math	Total
3 rd	68.3	62.8	75.3	70.3
5 th	64.1	59.6	69.4	65.6
6 th	62.1	61.2	74.7	67.4

Prior to third grade, our school district does not provide norm referenced testing in math. However, our district does provide a norm-referenced test in reading and language arts for first and second graders. The 2004 Gates MacGinitie percentile scores for second grade was 66 and in first grade it was 90.

PART IV – Question 2 – Uses of Assessment

Meadowlark Elementary School evaluates individual student performance by teachers at the classroom level. Teachers utilize differentiated instruction to provide correctives and enrichment in the classroom. Assessment also drives student placement in English as Second Language, Gifted & Talented, Title I, Summer School, and Extended Learning Opportunities (ELO) programs, as well as recommendations for placement in Counseling Support Groups, before- and after-school social clubs and activities. On a school-wide basis, we belong to the North Central Association Commission on Accreditation and School Improvement (NCA/CASI). Assessment data is the linchpin for this school improvement model. We started our first 5-year NCA/CASI cycle in 1998, before the standards-based WyCAS assessment and the NCLB requirements were put into place. Two years ago, we successfully achieved our reading and social skills goals without serious alignment to the performance-based WyCAS. We have successfully maintained student reading and social skill interventions by staffing standing committees focused upon these former goals. As we looked at areas for improvement with our new NCA/CASI cycle, written expression and mathematical problem solving came out as targets for new school goals. The purpose of our math and writing committees have been to research and implement instructional techniques that were closely aligned with performance standards-based WyCAS. Teaching multi-step and higher-level problem solving skills with writer's workshop communication strategies has been a major shift in our instruction, just as Guided Reading and Boys Town Social Skills were seven years ago. The teamwork of Meadowlark's school improvement efforts continues to drive changes with our instruction to increase student school-wide achievement.

PART IV – Question 3 – Communicating Student Performance

Meadowlark communicates student performance by building and by classroom. We publish an annual report card in our Parent/Student Handbook, and it is given to every family at the start of each school year or at the time of their child's enrollment. Our report card displays the academic achievement data discussed above. It also includes information from the prior year on the following: staff development, parent and community involvement, library circulation, student participation in clubs and activities, enrollment, mobility, attendance, percentage of free/reduced meals, and major discipline referrals. Aside from the annual school report card, the Meadowlark Flyer is a newsletter published monthly and sent home with each student. It includes timely information on student achievement and activities, as well as building and classroom interventions on our school goals. The honor roll for our intermediate students is included in the monthly newsletter and the local newspaper, The Gillette News-Record. The News-Record gave front page and editorial coverage of our school's tremendous WyCAS performance in July 2004. All students who have been on the honor roll the entire year have their name engraved on a plaque that is placed in the front hallway. Another example of building-wide recognition is Accelerated Reader (AR). AR has been an important intervention at Meadowlark for the past seven years. As students achieve the levels of AR achievement, they are acknowledged with a certificate in front of their peers. Their names also are listed under their achievement level on a bulletin board in our school's library. In addition to these and other building-wide communications, classroom teachers keep children and parents informed of student performance through conversations, meetings, mailings, email, and PowerSchool technology. Building and classroom publications are translated in Spanish for the significant Hispanic parent population at Meadowlark Elementary School.

PART IV – Question 4 – Sharing Success

Meadowlark Elementary School can attribute much of its success with the 2004 WyCAS to the sharing from other schools in the state of Wyoming with us. Our school's scores had been stagnant prior to 2004,

often below the state and district averages. While there were high performing schools in our district, they did not have the highest achievement in the state. Nor were these schools dealing with the demographics of poverty, second language, or race that is significant at Meadowlark. In the summer of 2003, we decided to start consulting with the very highest performing WyCAS schools in the state. Wyoming has been described as a small city with very long streets, and Meadowlark's challenge for change also was a journey in terms of distance learning. Highland Park in Sheridan (110 miles) and Jessup, a recent Blue Ribbon school, in Cheyenne (240 miles) allowed us to visit their schools and collaborate with staff. These visits validated the changes that our staff needed to make with their instruction. Our recent achievement has caused principals from throughout the state to contact our school for information. In addition to communicating by email, Dr. Jankord has presented our school's successful interventions to the Northeast Wyoming Association of Elementary School Principals in October. In December, he shared them with the secondary administrators from Campbell County School District. In March 2005, he and our staff have been invited to present at two different sessions of the Wyoming Department of Education (WDE) Spring School Improvement Conference. The WDE also is relying on the expertise of our staff to help with the new Performance Assessments for Wyoming Students (PAWS). Since WyCAS is being transitioned to PAWS with a new assessment company in 2005-06, seven of our teachers were invited to review and pilot PAWS in grades three through six. We are excited to assist other schools with WyCAS and the new PAWS.

PART V – CURRICULUM AND INSTRUCTION

PART V – Question 1 – Core Curriculum

The core curriculum used at Meadowlark School is based upon the state performance and content standards for the following subjects: language arts, math, science, social studies, music, health/PE, and art. Standards for these subjects can be found at the following web site at the Wyoming Department of Education: <http://www.k12.wy.us/eqa/nca/pubs/standards.asp>. Teachers in Campbell County School District utilize the state standards when writing the formal district curriculum that is implemented at Meadowlark School. Content standards and objectives can be found at the following link: <http://esc.ccsd.k12.wy.us/curriculum/cs&obj.htm>. Units within each content area are correlated to District Student Performance Assessments (DSPAs). Specific DSPA information can be located at <http://esc.ccsd.k12.wy.us/curriculum/unitdescr.htm>. Below is a brief overview of the core subjects.

The language arts curriculum addresses the major components of listening, speaking, reading, writing, and language arts integration. The emphasis in reading includes using decoding skills, comprehension strategies, reference, and study skills to actively read a wide variety of texts. The emphasis in writing is using writing processes, such as Step-Up-to-Writing and the 6+1 Traits of Writing, for students to compose a variety of expressive and expository pieces. Grammar and spelling are taught mainly in the context of authentic writing. However, each grade level has a list of spelling target words that students must master. Keyboarding and library media skills also are components of the K-6 language arts curriculum. In addition, K-2 students are introduced to the Spanish language with the Salsa program.

The math curriculum addresses the major components of number operations & concepts, geometry, measurement, algebraic concepts & relationships, statistics & probability, tools & technology, and problem solving & mathematical reasoning. The emphasis in the elementary math curriculum is to teach students to apply their math facts and concepts with higher order thinking skills. The primary program utilizes the hands-on Bridges program, integrating reading, manipulatives, and writing. The intermediate program transitions students from intensive hands-on applications of math skills and concepts to solving multi-step problems and demonstrating these abilities in writing.

The elementary science curriculum includes nine components aligned with state and national standards. These are basic concepts & knowledge, unifying concepts & processes, science as inquiry, habit of mind, communication, science in personal & social perspectives, history & nature of science, science & technology, and safety.

The K-6 social studies curriculum is based upon seven state standards that are aligned with the national standards. These include citizenship, government, & democracy, culture & cultural diversity, production, distribution & consumption, time, continuity & change, people, places, & environments, social studies processes & skills, and technology.

The elementary music curriculum addresses both instrumental and general music studies. The curriculum is aligned with the national art standards and based on the four Wyoming standards for performing and visual arts: creating music, artistic perception, music history and music in our lives. The music program integrates the elements of music, including melody, rhythm, harmony, expressive, form, texture, timbre, theory, and history.

The health and physical education program is aligned with state and national standards for wellness. The three elements of elementary physical education program are movement, fitness, and personal & social behavior. The seven elements of health are goal setting & decision-making skills, health promotion &

prevention, information & products, self-management, influences of culture, media, & technology, advocating for health, and interpersonal communications.

The elementary art curriculum includes creating art, artistic perception, art history, and art in our lives. The seven elements of art, which include color, line, shape, texture, value, form, and space, are incorporated and intertwined with the state standards to create a well rounded, creative, and student-centered art program.

Part V - Question 2a - Reading Curriculum & Approach

Meadowlark's reading curriculum is based upon a balanced literacy approach. The research-based interventions that our school implemented were researched during our last NCA/CASI School Improvement Cycle. Guided Reading is provided for all K-6 students. Reading Recovery is an intervention that targets the deficits of our most at-risk first graders. Reading Booster Groups in grades 1-6 also benefit from successful strategies derived from Guided Reading and Reading Recovery. Moreover, our primary teachers immerse students in phonics, utilizing the VOWAC program and Scholastic Phonics. Since students who have difficulty reading often need a systematic approach to shore up their deficits, the computer-based Lexia program helps us target student deficits in phonics. Finally, the Read Naturally program helps improve student fluency, while working on student listening and comprehension.

Our staff utilizes Running Records and the Developmental Reading Assessment (DRA) to frequently assess student attainment of the reading curriculum. We periodically evaluate the students' approximate reading level by administering the computerized STAR reading assessment from Renaissance Learning. In order to help our students become self-directed and motivated in their reading, the computer program Accelerated Reader (AR) provides up-to-the-minute reports on the level and success of their independent reading. While students have daily access to AR in classrooms and the computer lab throughout the school day, we have over 25% of our entire student body arriving an hour before school to attend AR Club one day a week. It is because of a balanced literacy approach, based upon research-based learning models, that we have continued to see dramatic increases in our library's circulation, totaling nearly 18,500 books checked out by students in the 2003-04 school year.

PART V - Question 3 - Curriculum Choice & Mission

The K-12 English as a Second Language (ESL) Program for Campbell County School District is a curricular emphasis that provides a unique challenge to our school community. It is our mission, "Meadowlark is a neighborhood school where the success of our students, staff, and parents is achieved through teamwork that embraces diversity," reminds us of our obligation to meet the challenge of English Language Learners (ELLs) at our school. While we have more than one second language, Spanish is the primary second language at Meadowlark. We embrace Spanish language and culture through our weekly Spanish Club for students. Spanish Club is held before school and has native English and Spanish speakers in attendance. Through a local grant, we have hired an ESL Family Literacy and Activity Coordinator. This position provides adult literacy classes to parents, translation services to families, and helps coordinate literacy programs within our entire community. The coordinator also teaches enrichment Spanish to ESL students who have satisfactory performance in their regular classrooms. Spanish enrichment allows these students to continue developing their native language skills while becoming proficient in English. The primary success of our ESL population has been achieved through the teamwork of our staff. We have devoted a strand of staff development to Sheltered English instruction and the scaffolding in the regular classroom that is necessary for ELLs to be successful. Our school's focus upon the learning needs of ESL students, as well as students living in poverty, is fundamental in achieving our mission.

PART V – Question 4 - Different Instructional Methods

In our current NCA/CASI School Improvement Cycle, we selected, “All students will improve their written communication skills,” as one of our goals. This caused our staff to investigate research-based interventions that would have the greatest impact upon student achievement with WyCAS performance standards. We chose to emphasize the 6+1 Traits of Writing program, which we use along with Writer’s Workshop. We also purchased Trait Crates for each of our K-6 classrooms. Then, we trained staff in Writer’s Workshop and purchased Trait Crates of books for our K-6 classrooms. Writer’s Workshop, coupled with the Trait Crates, provided the training and resources to teach students to write with a high degree of proficiency on the state mandated assessment. Meadowlark School also has provided after-school clubs to extend the writing abilities of our students. The Newspaper Club, Memory Book Club, Computer Club, and Science Club provide students with different formats to demonstrate their writing skills. In addition, the Step-Up-To-Writing instructional program provides the expository structure to help focus student achievement upon our writing and other school goal, “All students will improve their mathematical reasoning skills.” Students need to be able to communicate their metacognition of mathematical reasoning in writing. Step-Up-to-Writing and the scientific method taught in Science Club provide our students with a framework to demonstrate their learning at high levels by organizing their thinking and writing.

PART V – Question 5 - Professional Development Program

The primary purpose of Meadowlark Elementary School’s Professional Development Program is to facilitate the achievement of our school goals by meeting the academic, social, and emotional needs of our students. NCA/CASI provides the framework for the mission and goal committees of our school to bring about significant instructional adjustments through professional development. We serve a high percentage of students who are on free/reduced meals, as well as a significant percentage of English Language Learners (ELLs), and our mission is to embrace this diversity. Thus, we have studied the attributes that students living in poverty are likely to bring to school. We also have provided extensive in-service for regular classroom teachers to provide scaffolding and sheltered English instructional strategies for ELLs. At the same time, the district English as a Second Language Program, housed at our school, shared in this on going training. The interventions for our school goals are still being implemented through sustained training in the 6+1 Traits of Writing, Trait Crates, Writer’s Workshop Step-up-to-Writing, as well as multi-step problem solving strategies and technical writing skills for math. Another purpose of our professional development program is to support our district goals. Our staff is provided continued training with research-based instructional strategies, including technology-based instruction that aligns software to student performance standards. Our district provides training to every staff member on the classroom management program, Time-to-Teach. This particular training helps us sustain our school-wide Boys & Girls Town Social Skills and Bully Prevention Program. The excellent academic achievement of our students is attainable because we make a concerted effort to attend to the social and emotional needs of our students. Our school mission is anchored in our beliefs, and we are the conduit for community social services to reach our most at-risk learners and their families. We, in turn, offer support groups in the building by staff trained to facilitate small discussion groups for children who have issues with making friends or have a sense of belonging to a school community. Our overarching staff development is essential to the success of our students.

PART VII – ASSESSMENT RESULTS

WYOMING’S STANDARD-BASED ASSESSMENT

READING & MATH

Grade – 4 Assessment – WyCAS

Edition/publication year – 1999-2004 Publisher: Measured Progress

(The assessment is revised and changed each year.)

No groups were excluded. All students were included in the assessment.

Assessment standards for basic, proficient, and advanced, and what the assessment results mean.

The Wyoming Comprehensive Assessment System (WyCAS) tests are designed to measure how well students are learning the Wyoming Content and Performance Standards. These standards, which were written by Wyoming educators and citizens, describe what students should know and be able to do in each content area at specific grade levels. Scores on each of these standards-based assessments range from 200 to 280. Scores below 220 indicate novice-level performance and scores from 220 to 239 indicate partially proficient-level performance. In reading, scores from 240 to 258 indicate proficient-level performance and scores greater than 258 indicate advanced-level performance. In mathematics, scores from 240 to 256 indicate proficient-level performance and scores greater than 256 indicate advanced-level performance.

Because any single test consists of only a sample of all the possible questions that might be asked, the score achieved by a student could vary if he/she were asked a different sample of questions. Similarly, a variety of other factors such as motivational level, misreading a question, or guessing a correct answer could all affect the score that a student might receive. The range of probable scores, represented in the description above, depicts the range of score a student might receive if he/she were to take many tests with questions like those on a particular year’s test. The year 2004 is the sixth year that the WyCAS was administered. It was designed primarily to serve as a tool for school improvement. Wyoming citizens asked for and the Legislature and the Wyoming Supreme Court required an assessment system tied to the Wyoming content and performance standards. This is an assessment system that provides uniform information for all schools and districts in language arts and mathematics.

The standards-based portion of the exam is the primary focus of WyCAS and is designed to measure student progress in meeting these standards. In addition to the WyCAS the norm-referenced test, Terra Nova, allows parents to compare student and school performance to that of students and schools across the country. Schools, districts, and the state will use the results of WyCAS, along with other measures, to determine strengths and weaknesses in the Wyoming educational system, and to set improvement goals.

State Criterion - Referenced Test

WyCAS READING					
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Basic	9	43	29	40	52
% At or Above Proficient	29	22	25	19	22
% At Advanced	60	7	4	7	11
Number of students tested	35	46	24	42	27
Percent of total students tested	100	100	92	95	96
Number of students excluded	0	0	2	1	1
Percent of students excluded	0	0	8	2	4
SUBGROUP SCORES					
1. Male					
% At or Above Basic	100	62	54	55	90
% At or Above Proficient	83	31	23	15	30
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	18	26	13	20	10
2. Female					
% At or Above Basic	94	85	64	74	82
% At or Above Proficient	94	25	36	35	35
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	17	20	11	22	17
3. Free/Reduced					
% At or Above Basic	94	71	71	65	69
% At or Above Proficient	88	21	57	22	31
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	17	24	7	22	13
4. Not Free/Reduced					
% At or Above Basic	100	73	53	65	100
% At or Above Proficient	88	36	18	30	36
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	18	22	17	20	14
STATE SCORES					
% At or Above Basic	35	38	36	37	39
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	32	30	30	32	27
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	15	14	14	13	11

State Criterion - Referenced Test

WyCAS MATH					
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Basic	3	50	29	30	37
% At or Above Proficient	37	24	21	16	11
% At Advanced	57	0	0	7	4
Number of students tested	35	46	24	42	27
Percent of total students tested	100	100	92	95	96
Number of students excluded	0	0	2	1	1
Percent of students excluded	0	0	8	2	4
SUBGROUP SCORES					
1. Male					
% At or Above Basic	100	69	46	55	50
% At or Above Proficient	94	19	15	25	20
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	18	26	13	20	10
2. Female					
% At or Above Basic	94	80	55	52	53
% At or Above Proficient	94	30	27	22	12
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	17	20	11	22	17
3. Free/Reduced					
% At or Above Basic	94	67	43	43	38
% At or Above Proficient	94	21	29	17	15
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	17	24	7	22	13
4. Not Free/Reduced					
% At or Above Basic	100	82	53	65	64
% At or Above Proficient	94	27	18	30	14
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	18	22	17	20	14
STATE SCORES					
% At or Above Basic	35	34	35	36	35
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	29	29	26	26	22
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	10	8	7	7	5